

1997-98 SESSION
COMMITTEE HEARING
RECORDS

Committee Name:

Joint Committee on
Finance (JC-Fi)

Sample:

Record of Comm. Proceedings ... RCP

- 05hrAC-EdR_RCP_pt01a
- 05hrAC-EdR_RCP_pt01b
- 05hrAC-EdR_RCP_pt02

➤ Appointments ... Appt

➤ **

➤ Clearinghouse Rules ... CRule

➤ **

➤ Committee Hearings ... CH

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Hearing Records ... HR

➤ **

➤ Miscellaneous ... Misc

➤ 97hrJC-Fi_Misc_pt178

➤ Record of Comm. Proceedings ... RCP

➤ **

Joint Finance Committee Testimony

1997-99 Biennial Budget (SB77/AB100)

by

Deb Ausman, Vice President, Wisconsin Federation of Teachers

Tuesday, April 22, 1997

Introduction

My name is Deb Ausman. I am a Vice President of the Wisconsin Federation of Teachers (WFT) and a member of the WFT WTCS Council. The WFT represent 15,000 professional employees in Wisconsin K-12, Technical College and UW faculty and staff, UW teaching and graduate assistants, and the vast majority of professional state employees from crime lab analysts to researchers to DNR staffers who protect our clean air and water. Thank you for this opportunity to speak today on the Wisconsin Technical College System provision of the 1997-99 Biennial Budget.

PROPOSAL: Increase the General Aid Appropriation to the Technical College System from 1% annual increase to 2.5% annual increase. Additional cost above the amount in SB 77/AB 100 is \$5.1 million.

Budget Bill

The Budget Bill (SB 77/AB 100) increases WTCS general aid 1% annually. Over the biennium, this proposal cost \$3.3 million GPR. The System appreciates the Governor's efforts to provide a positive increase given the difficult task to submit a balanced budget.

The WTCS Board requested 4.5% annual increases in general aid (total biennial cost of \$15.1 million GPR) which would allow the system to continue to operate at its current level and keep property tax levies stable.

While the 4.5% request may be difficult for the Legislature to meet, the System request an improvement over the proposed 1% level.

Justification

General aid, which supports about 25 % of WTCS districts aidable cost, has remained at \$110.2 million GPR per year for the last three fiscal years (1994-95 through 1996-97).

Frozen state aids have placed extra pressure on the property tax. Statewide, the WTCS levy increased by approximately \$20 million (or 6%) per year in the 1995-97 biennium. However, the annual increase in WTCS operation budgets has been below 5%.

The state relies upon the WTCS to meet the increasing demand for skilled, well-educated workers whose employment helps fuel the state's economy. The WTCS also responds to specific requests from business and industry for retraining, upgrading technical assistance and initial job training.

The WTCS has become the primary public education system responding to the needs of the academically disadvantaged, the economically disadvantaged, the disabled, displaced homemakers and other special populations. Moreover, there will be pressure to expand basic education/literacy training and employability skills for W-2 clients.

While WTCS districts have implemented numerous economizing measures (such as shared instructional programs and cooperative purchasing), the cost of providing needed programs and services will continue to increase systemwide by approximately 4.5% annually. Therefore, no growth in general aids in 1995-97 followed by 1% increases for 1997-99 will cause the state's support level to diminish significantly. Such a decline leads to concerns regarding the state's long-term role in supporting the System.

A general aid increase beyond the 1% would reduce the System's need to offset part of their revenue requirements through property tax.

Increase state aid would allow WTCS districts to undertake new initiatives in areas such as instructional technology, staff training, curriculum development, and school-to-work expansion. At the proposed 1% level, it is much likely that such initiatives would either not occur or they would be funded at the expense of other services or training opportunities.

Again, thank you for the opportunity to appear before you today to discuss the Wisconsin Technical College System provision in the Biennial Budget.

PUBLIC HEARING - 4/22/97
CHIPPEWA VALLEY TECHNICAL COLLEGE

**MY NAME IS VIRGINIA NUSKE, I AM THE EDUCATION
DIRECTOR FOR THE MENOMINEE INDIAN TRIBE OF
WISCONSIN.**

**IN 1995 THE WISCONSIN INDIAN ASSISTANCE GRANT WAS
REDUCED BY 50%. I AM REQUESTING THAT
CONSIDERATION BE GIVEN TO RESTORING THIS CUT TO THE
1995 LEVEL OF FUNDING.**

**A REDUCTION WAS NOT IN THE GOVERNOR'S BUDGET
WHEN IT WENT TO THE FINANCE COMMITTEE AT THAT
TIME. THE DECISION TO REDUCE THE W.I.A.G. WAS BASED
ON MISCONCEPTIONS AND MISINFORMATION.**

**THESE ARE THE FOLLOWING MISCONCEPTIONS AND
MISINFORMATION:**

**1. *INDIAN PEOPLE ARE MUCH WEALTHIER BECAUSE OF
GAMING!* NO CONSIDERATION WAS GIVEN TO THE FACT
THAT AFTER DECADES OF DEPRIVATION, TRIBES ARE
INVESTING IN THEIR OWN COMMUNITIES FOR SUCH
CRITICAL SERVICES AS HEALTH, LAW ENFORCEMENT,
ELDER CARE, HOUSING AND EDUCATION.**

2 TRIBES DO NOT SUPPORT THEIR STUDENTS! ALL WISCONSIN TRIBES HAVE PROVIDED SOME TYPE OF MATCH FOR THE W.I.A.G. WITH B.I.A. AND/OR TRIBAL FUNDS. MORE IMPORTANTLY - THE W.I.A.G. IS BASED ON FINANCIAL NEED THE SAME AS THE PELL GRANT!

3. TRIBES DO NOT PAY TAXES! WISCONSIN INDIAN TRIBES GENERATE MORE THAN \$98 MILLION IN TAXES EACH YEAR; TAX DOLLARS DERIVED FROM PROPERTY, INCOME, SALES, UNEMPLOYMENT, AND ROOM TAXES.

**FACT: TUITION HAS JUMPED 234% FROM 1980 - 1995
STATE SUPPORT HAS DROPPED 14%**

**FACT: 90% OF THE STUDENTS WE DEAL WITH ARE
PELL ELIGIBLE - THIS MEANS THEY ARE
ECONOMICALLY DISADVANTAGED.**

**FACT: FOR THE 1996-97 ACADEMIC YEAR,
WE HAVE EXPERIENCED A 17% DECREASE IN
STUDENTS ATTENDING COLLEGES/UNIVERSITIES.
WE HAVE ALSO EXPERIENCED A 20% DECREASE IN
STUDENTS ATTENDING VOC/TECH COLLEGES.**

**SINCE 1995 WITH THE REDUCTION OF THE
W.I.A.G. WE HAVE EXPERIENCED AN OVERALL
DECREASE OF 23% FOR STUDENTS ATTENDING
COLLEGES/UNIVERSITIES AND 21% DECREASE FOR
STUDENTS ATTENDING VOC/TECH COLLEGES.**

**FACT: STUDENT LOANS FOR OUR STUDENTS FOR
1996-97 ACADEMIC YEAR IS \$165,743. STATISTICS
SHOW THAT ECONOMICALLY DISADVANTAGED
STUDENTS HAVE THE HIGHEST LOAN DEFAULT
RATE.**

**IN THE INTEREST OF FAIRNESS, THE QUESTION NEEDS TO BE
ANSWERED AS TO WHY ONLY THE W.I.A.G. WAS TARGETED
FOR A REDUCTION AND NOT *ALL* MULTICULTURAL
PROGRAMS?**

**VIRGINIA NUSKE, DIRECTOR
MENOMINEE TRIBAL EDUCATION
P.O. BOX 910, KESHENA, WI 54135
(715)799-5110**

Testimony for the Joint Finance Committee of the Wisconsin Legislature
4/22/97

by
Dr. William A. Ihlenfeldt, President
Chippewa Valley Technical College

Members of the Joint Finance Committee: As President of Chippewa Valley Technical College, I would like to welcome you to Chippewa Valley Technical College. We're very excited that you selected our site for the purpose of conducting these hearings. You are interested in doing the best for the State of Wisconsin, and those of us in Western Wisconsin are here to help you! I want to thank you for coming to listen. These are exciting times in Western Wisconsin and the Chippewa Valley. Employment is high, and we are optimistic about our future. Thank you to those of you in state government for helping with that. The Chippewa Valley is fast becoming Wisconsin's Silicon Valley, and that provides exciting challenges for all of us. I wish you could hear all of the creativity that is at work in this region even as we speak. I encourage you to continue your efforts to grow the State of Wisconsin! The Wisconsin Technical College System is an integral partner ready to make that happen. If the Chippewa Valley is to become the Silicon Valley, then CVTC and the Wisconsin Technical College System will be there to provide the skilled, trained workers of the future. I would also like to take this opportunity to tell you about Chippewa Valley Technical College and our role in the economic development of the region.

First of all, Chippewa Valley Technical College's vision drives us to become increasingly more flexible to meet the diverse needs of the working adult and a variety of other student populations. That flexibility includes when we offer courses, where we

offer them, and the style in which we offer them. Further, our vision is to ensure the success of our customers, that is, to find pathways through programs for all students. The final aspect of our vision, and we take this very seriously, is to match curriculum with the employment needs of the region. As you know, we're in a high-employment area due to the economic development that's been perpetuated at the state and the local level. We're excited about that, and Chippewa Valley Technical College and the Wisconsin Technical College System are partners in making that happen. We all know that 85 percent of the workforce will come from technical colleges like CVTC. In the past five years, over 7,000 manufacturing jobs have been created in this region. That's a net of 7,000--taking into account the loss of the Uniroyal jobs in the early 90s. CVTC works with about 350 of those employers on an annual basis through customized training, apprenticeships, and its degree programs.

CVTC has been fiscally responsible in delivery of these particular services. Forty-two percent of our revenue comes from the local tax base, 30 percent from state aids, 18 percent from student tuition, 5 percent from federal government, and 5 percent from local contracts and other sources. In an attempt to make the most adequate use of resources, we have developed a fiscal plan to: (1) increase our production, (2) decrease the cost of production, (3) eliminate borrowing for operations, and (4) provide future capacity for growth. This is a necessity if we're to survive as a technical college and keep up with change. We have, ahead of schedule, eliminated operational borrowing and reduced our mill rate from the statutory 1.5 to 1.44, with a target of 1.39 next year to allow that room for growth. We've also limited our property tax levy increases from 7.7 percent to 5.7 percent this year with a target of 5 percent next year.

These are not criteria that are imposed upon us, but our customer-based planning process indicates that this is a necessary direction.

We've just completed a successful \$10.7 million referendum, and I had a chance in about 100 meetings to talk with several thousand people. I know they're interested in property tax reduction. Even though we have capacity, increasing the tax levy beyond the 5 percent range will not be acceptable. We've also worked cooperatively with our unions to achieve wage settlements at Chippewa Valley Technical College at 3.8 percent package levels, and reallocation of resources has become a way of life at CVTC. To accomplish that, CVTC has eliminated over 20 positions from the leadership structure, and has strived for the most cost-effective methods of staffing in all areas. In a recent example, we had to double the capacity of our Machine Tool program to provide an additional 655 machine tool workers for the year 2005. That required hiring four additional instructors and purchasing over \$600,000 worth of machine tool equipment. The reality is that we eliminated three other programs to do that and still will meet only half of the required need. We need to increase capacity of other programs, including Civil Engineering Technology, Wood Technics, Associate Degree Nursing, Diagnostic Medical Sonography, and Radiography, to name a few. There will not be new resources to do this, and it will mean that our College will, by necessity, have to become even more focused. We obviously had some programs that were not what I would classify as healthy, but we have long ago eliminated them and are now deleting programs that are healthy but not as vital to the employment needs of this region.

CVTC's goals resulting from our vision include enrolling students in programs every day of the week, increasing penetration of the high school market from 14 to 25 percent to meet the workforce needs of this region, and operating all programs on a year-round basis. Chippewa Valley Technical College serves 11 counties and 37 high school districts. If we're to reach our goals in this region cost effectively, it is necessary that we continue to develop our technology infrastructure. We currently operate a microwave system and are a partner of the Wonder Network, a fiber optic wide-area network. As a result of a recent referendum, we are able to replace our microwave system with a fiber optic network which will double the capacity of our system and allow us to integrate with the high school systems within this region. If Youth Options is to become a success in this area of the state, technology is going to be the means of doing it. CVTC is also developing centers for teaching and learning to help instructors learn to work smarter by utilizing technology in their teaching situation and in the new state-of-the-art technology center being designed for our campus.

The future indicates that we need to grow. Our new manufacturing and technology center is coming on-line to meet the needs of those 7,000 plus jobs; the new River Falls Campus will meet the emerging needs in that area; an expanded instructional television system will provide new opportunities for partnerships; and a new police, fire, and emergency medical services building will for the first time provide certification testing for police, fire, and EMS workers in the northwest and western regions of Wisconsin. As we evaluate our needs, then, in relation to very tight property tax parameters, it becomes imperative that GPR funding be increased. The needs of the Wisconsin Technical College System are about 4.5 percent for each year of the

biennium. The governor has proposed 1 percent for each year. We understand that money is tight, but can we afford not to increase state aid by 2.5 percent to provide adequate funding for a system that works daily with industry and will help to grow that tax base in the future? We ask you to support the Youth Options initiative to increase the number of students coming out of high school into technical colleges to help fuel the economic development of this region and the state. We need support for technology development, not only for the technical college systems, but for the K-12 system as well. That linkage between technical colleges and the K-12 system is extremely critical. Along with technology goes staff development--the opportunity for staff who grew up before the computer to learn how to use the computer and television to their advantage.

Finally, access is a critical need. We need to look at everything we do to ensure that no student is denied access to the Wisconsin Technical College System. Many times assistance programs are based on a traditional university model--one that says you're going to school full-time from September to August. I'm here to tell you that that's not the future of education in Wisconsin. We're seeing shorter programs; programs that will be taken at night by working adults, by W2 participants, on weekends, by television, by computer, and so on. As you design and fund programs to serve diverse populations, make certain that you take that into consideration.

Thank you for the opportunity. I look forward to working with you through the biennial budget process as President of the Wisconsin Technical College Administrator's Association and stand ready to provide you with any information that you might need.

Technical Education Youth Options Program

by
Carole M. Johnson, Ph.D.
President
Gateway Technical College

and

Michael Johnson, Ed.D.
Superintendent
Kenosha Unified School District

We support Governor Tommy Thompson's Technical Education Youth Options program presented in his budget proposal. In essence, the Technical Education Youth Options will allow high school students in the 11th or 12th grade to enroll in technical colleges. Students to be considered for the program must be in good standing and meet the admission standards of the technical college in their district. Students who select this option are still covered by the state compulsory education laws.

It is the responsibility of the technical college to admit any high school student who applies, meets the entrance requirements, is in good standing, and has the prerequisites for any course in which the student chooses to enroll. Once enrolled, the technical college is responsible for ensuring that the student's education program meets the state's minimum requirements for high school as established by the state department of public instruction. Students enrolled in a technical college understand that they will be treated as adult learners in the technical college system.

High school students may enroll in regular occupational and technical courses that satisfy the requirements for associate degree or technical diploma programs. Courses taken and satisfactorily completed will count as post secondary credit and high school credit. Technical college remedial programs and courses are not eligible course options in this program. Local school boards will issue diplomas to those who successfully complete the program. Students will have to meet the credit requirements of the school district in which they were previously enrolled. Students may return to their school district after enrolling at the technical college if they so desire, but local school board approval is required.

We in the educational community support this as a viable option for many students in the Wisconsin educational system.

Technical Education Youth Options Program

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and

Major Armstead, Jr., Ed.D.
Superintendent
Racine Unified School District

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WAUSAU DAILY HERALD

March 18, 1997

Let's send high school students to technical college

In his recent budget message, Gov. Tommy Thompson proposed an exciting option for high school students who are in their junior or senior year. Under the proposal, those students could work toward their high school diploma at a Wisconsin technical college.

As bold as this sounds, the initiative actually implements what is already happening in high schools around the state. There, the curriculum is being improved to provide a more hands-on approach to education. School-to-work programs are integrating practical applications into the curriculum. Career education is allowed students to focus on their future. And work-based programs like youth apprenticeships are giving students real-world experience in the workplace.

The governor's proposal stands to give Wisconsin youth a broad array of educational options not available anywhere in the U.S. Under the plan, high school juniors and seniors who are academically qualified to perform at the technical college level could complete their diploma at a nearby technical college. Students would take the same courses and programs available to other technical college students. The local high school district would continue to grant the diploma. Courses



Be Our Guest

Robert Ernst

taken would apply toward high school graduation and college credit.

It's important to point out that the decision to enter the technical college would be entirely up to the students and their parents. The student need only meet the academic criteria set by the technical college.

High school graduation standards for these students, meanwhile, will be developed jointly by the state Department of Public Instruction and Wisconsin Technical College System board. It is likely that current academic standards will continue to be required in the areas of math, science, language arts, social studies, and other core areas. The two state agencies would decide which technical college courses would satisfy the high school graduation

requirements.

This new initiative from the governor should have a positive impact on students' career planning. It will expose them to rigorous technical career programs — NTC has 37 such programs — one of which might be right for them. But it will also lay a solid foundation for a four-year college path if that is the direction the student chooses to follow.

There is, of course, a strong attraction for students to stay with their own peer group at their high school. However, there are some students who are ready for a new challenge in high school and this program will suit them well. NTC's highly successful Alternative High School for 16- to 18-year-old at-risk youth has proven that high school students can coexist in a technical college environment. The same option should be extended to other interested students.

Society has come to appreciate the importance technical careers play in this technological age. Such careers can be personally fulfilling and financially rewarding. NTC's 96 percent placement rate reflects the high demand for people with technical skills. And that trend is likely to continue since 80 percent of all new jobs created in the near future will require some kind of technical education

beyond high school but not necessarily a bachelor's degree.

In Wausau, as in other communities, there is a desperate need for people trained in technical skills. Wisconsin Job Service reports that the need for skilled workers outstrips the current supply, according to Jim Alt, the agency's supervisor.

To remain economically viable and competitive on a global scale, area business and industry needs a trained workforce. The governor's proposal is a step in the right direction because it has the potential of exposing greater numbers to technical careers.

One area business leader, Bob Dunn, CEO of M & I Bank, Wausau, says he relies heavily on employees with technical skills, and thus is supporting youth apprenticeships in finance at the bank. If more high school youth can be actively involved, he says, students and business will benefit.

In summary, the governor's proposal will enhance the educational options available to high school students in the state, and can help us meet the training needs of industry. It deserves our support as it moves through the Legislature. Robert C. Ernst is president of Northcentral Technical College, Wausau.

Youth should be able to attend technical college

Governor Thompson has proposed a youth options program whereby any high school student age 16 or older, in the 11th or 12th grade, considered in good academic standing by the local school board, and who can meet the admission standards of a technical college may apply for technical college enrollment. Here is why we think this proposal is of benefit to the community:

- This is one more learning opportunity for our young people, an option with different challenges and different educational experiences.

- Courses taken by a student as part of an associate degree or diploma program will count as postsecondary credits as well as high school credit and could shorten the length of time needed to earn an associate degree or vocational diploma.

- Students would be exposed to rigorous technical training which can be applied in the workplace; this would be a benefit to area communities.

- The technical college courses would provide a firm foundation for a college/university path, if that is the direction chosen by the student.

We realize that obstacles currently stand in the way of this option being a reality. As high schools and technical colleges already cooperate on a variety of educational activities, barriers such as curriculum, transporta-

Letters to the Editor

Herald Times 3/5/97
tion, and funding could certainly be eliminated. This youth options program would become even more acceptable to students if, while attending a technical college, they could retain their ties with their high schools by continuing to participate in high school activities such as co-curriculars, graduation ceremonies, etc.

We support the governor's proposal of technical college as a youth education option as good for our students and good for our communities.

—Stewart Waller, Superintendent, Kiel Public Schools

—Dennis J. Ladwig, Ed.D., President, LTC

Manitowoc

Herald-Times

3/5/97



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GREEN BAY, WISCONSIN 54303THOMAS M. JOYNT, Ph.D., SUPERINTENDENT
PHONE: (414) 448-2101

March 10, 1997

William Nusbaum, President/Publisher
Green Bay Press Gazette
P. O. Box 19430
Green Bay, WI 54307-9430

Dear Mr. Nusbaum:

A Technical College Youth Education Option was among the educational initiatives proposed by Governor Thompson as part of his budget for the upcoming biennium. Under this proposal, high school students with good academic standing, will have the option of enrolling at a technical college while in 11th or 12th grade. This initiative has a great deal of merit in that it provides the potential to earn credits that count toward high school graduation while it satisfies some Associate Degree or Technical Diploma credit requirements.

Although there are some details that need to be clarified, this proposal provides another seamless learning opportunity for a student to acquire technical skills needed for entry level employment. These are not by any means considered remedial programs. The rigor of these courses will require a commitment from the student in order to be successful. In this context, the Green Bay School District specifically feels that the role of the District of residence in confirming student participation needs to be clarified to assure that the details of the placement are clearly understood by the students and parents prior to enrollment.

The Green Bay Board of Education and the Northeast Wisconsin Technical College Trustees support this proposal as an educational alternative. We believe it presents some exciting possibilities for high school students to discover technical college career training which may help them to make informed career decisions. We look forward to its approval in the Wisconsin Legislature.

Sincerely,

A handwritten signature in dark ink, appearing to read "Thomas M. Joynt", written over a horizontal line.

DR. THOMAS M. JOYNT
Superintendent
Green Bay Area Public Schools

A handwritten signature in dark ink, appearing to read "Gerald Prindiville", written over a horizontal line.

DR. GERALD PRINDIVILLE
President
Northeast Wisconsin Technical College

La Crosse Tribune, Sunday, March 2, 1997 **E-3**

New partnership for tech education

By **RICHARD SWANTZ** and
LEE RASCH
La Crosse

For the second year in a row, Gov. Tommy Thompson's State of the State message calls for high school juniors and seniors to be given a new educational option, completing their high school diplomas at a Wisconsin technical college. This option is already in place for at-risk 16 to 18-year-olds through the alternative high school program, but the Youth Education Option proposal would provide a comparable option for students who are ready to do college-level work and seek a challenging educational alternative.

Although there will be specific implementation issues to resolve in bringing this proposal to life, we think the benefits to students make it worth overcoming the challenges. For that reason, we have informed Gov. Thompson that La Crosse is willing to step forward and serve as a pilot site for this new initiative. If we are authorized to be among the first in the state to implement the Youth Education Option, we will have a head start in identifying problems and finding effective ways to overcome them. The result will be a better integrated system of educational options designed to provide a seamless transition for students as they progress through high school and into college and the work force.

The Youth Education Option proposal would allow high school juniors and seniors in good standing at their high schools to apply for admission to the technical college. Consent by parents would be required, but not the consent of the school district. If students meet the admission requirements and appropriate course prerequisites, the technical college must admit them, assuming there is no record of disciplinary problems. In general, the state aid which the high school would have

received for a student would follow him/her to the technical college. Courses taken by a student as part of an associate degree or diploma program will count for high school credit AND technical college credit. Academic standards at the college would not be lowered to accommodate these younger students. Clearly, it will be an option best suited for motivated students who seek a learning environment that high schools can't provide.

Together, our systems will need to grapple with issues that include course scheduling, financing and course articulation. At the high school level there will be fears that this program will draw off necessary state dollars and the most gifted students. At the college level there will be concerns from adult students that faculty will water down their curriculum to a high school level and concerns from faculty about possible discipline problems. We have made a commitment to work together to overcome these problems and, in the process, structure an exciting new learning option for students. Cooperative local planning is needed to ensure the success of this program.

U.S. Department of Labor statistics indicate that 85 percent of new jobs created by the year 2000 will require more than a high school diploma but less than a four-year college degree. Increased early exposure by students to technical fields will better prepare them for the jobs of the future and result in a stronger, more capable work force in western Wisconsin. This is a goal that deserves the extra effort it will take to accomplish it.

Richard Swantz is superintendent of the School District of La Crosse, and Lee Rasch is president/district director for Western Wisconsin Technical College.

OPINION

Wisconsin State Journal, Sunday, April 13, 1997

Tech school proposal is bold step forward

By Edward Chin

In his 1997-99 biennial budget, Gov. Tommy Thompson advances an exciting statewide initiative to permit high school students unprecedented access to Wisconsin's technical colleges. The governor's proposal provides qualified high school students the option to attend technical college full-time in their junior and/or senior years of high school to earn their high school diplomas.

The proposal addresses the need to make technical education a significant

option for our youth as well as reflecting

a public school choice philosophy.

Parents should be

empowered to choose among edu-

cational programs that best meet the

needs of their children. Those options

must include more opportunities for

qualified young people to consider tech-

nical careers. The governor's proposal

comes at a time when there is increas-

ing public recognition of the impor-

tance of linking education with work

and growing support for technical edu-

cation for youth.

Once high school students complete

their high school graduation require-

ments at a technical college, they may

go on to complete a technical college

occupational training program, con-

tinue in a four-year baccalaureate de-

gree program or enter the work force

with a solid foundation.

The governor's initiative comple-

ments Wisconsin's nationally acclaimed

efforts to connect learning to work. Our

systematic approach to transforming the

high school experience through the cur-

riculum alignment of Tech Prep and in-

creased opportunities for work-based

learning through the Youth Apprentice-

ship Program provides our children

with clear pathways to success, first in

the classroom and then in the work-



CHIN

GUEST COLUMN

grams and courses to these new students. These high school students would have the same access to technical studies as adults.

Technical college programs are designed to prepare students for today's high-skilled world of work. These demanding courses require high levels of disciplined study and a commitment to learn. I have no doubt that a number of high school students will eagerly commit to the task.

The local school board and Department of Public Instruction would need to determine whether the technical college courses meet graduation standards. Given the rigor and range of technical college courses, I envision students readily meeting graduation standards through these new choices for study. Upon completion of their course work, students would receive their high school diplomas from their originating high schools.

Wisconsin's technical colleges have considerable experience in serving high school age students. Under current compulsory education statutes, at-risk youths between 16 and 18 already have the option to attend technical colleges under an alternative high school program. Other options include high schools contracting with technical colleges to provide instruction for a full class of students and individual students taking single technical college courses to enhance their studies.

Now the governor's proposal takes these options a major step further, giving parents and the students the choice to have one or two full high school years at a technical college.

As with any school choice program, funding must follow the student. Technical colleges would be paid the instructional cost by the originating high school district for enrolling these students. It is only fair that those providing the desired services be compensated. There should be no cost to the students who are guaranteed a free high school education. High school districts would still be able to count these students for state aid and revenue cap purposes since they would be making the payments to technical colleges.

Our high school youths deserve a full range of educational options that are not always available in many of our state's high schools. Doesn't it make sense to extend a technical education experience to all qualified, interested students? I commend the governor for this bold advance into the future.

Chin is director of the Wisconsin Technical College System.

Chippewa Falls Area School District



"Together we can make a difference!"

April 22, 1997

To the Joint Finance Committee:

I am opposed to the proposed transfer of Alcohol and Other Drug Abuse funds from the DPI to the DHFS (Assembly Bill 100/Senate Bill 77). Drug use among our youth is rising at an alarming rate, and I believe that this transfer will not result in better programming for our students and communities. I believe that this transfer of funds would adversely affect the Chippewa Falls School District and those statewide for the following reasons:

- Nothing about this proposed change addresses improving services to children. State school districts have worked hard over the past 10 years developing solid AODA programming, and now is not the time to compromise prevention efforts.
- This would hamper coordination of AODA programming with other student services programs. DPI, not DHFS administers school health, guidance and counseling, school-based AIDS prevention and other children at-risk programs.
- This funding will continue to count toward the state's 2/3 commitment to statewide school costs; therefore it should remain in the education agency.
- DPI has worked hard to develop a coordinated and efficient system of administering these programs. This proposal would prove administratively burdensome and confusing--with school districts faced with competing or duplicative directives from two state agencies.

Respectfully,

A handwritten signature in black ink, appearing to read "Jane Tafel", is written over the printed name.

Jane Tafel
AODA Specialist, Chippewa Falls Public Schools

Alcohol and Other Drug Abuse Program

Joe Plouff would like copy also.

Response to the Joint Finance Committee on the 1997-99 Biennial Budget
April 22, 1997
Chippewa Valley Technical College
Eau Claire, Wisconsin

Thank you for the opportunity to speak to the committee. I speak in opposition to the proposed Technology for Educational Achievement in Wisconsin initiative as written.

My name is Karen Gleason, and I am the Chair, Extended and Distance Education at Western Wisconsin Technical College, LaCrosse, Wisconsin and the current president of the WONDER, Wisconsin Overlay Network for Distance Education Resources operations board.

On behalf of the organizations that I represent let me say that we appreciate the effort being directed to continue the development and deployment of distance technology. We greatly support any plan that recognizes that leadership, funding and a system integration plan is needed to maximize the use of distance networks in order to realize the benefits of technology to support the learning needs of students, residents and industry in Wisconsin.

Let me begin by stating the obvious, Distance Learning Works!! It provides access to educational options to people in our smaller and more rural communities. It adds richness to students in larger communities who could access the class but would not have the diverse population of students with whom to share learning experiences. These educational opportunities enable individuals to increase their skill levels and remain in their home areas without disengaging from their jobs, families and communities. Distance learning works...and it can work even better..if it grows in a way that assures all members the opportunity to participate in a fair and equitable manner

About four years ago Western Wisconsin Technical College, in an effort to increase classes and services to the Extended campus areas decided to step up the investment in distance technology. We wanted to have a full motion interactive television system to connect our six extended campuses. Unfortunately what we learned was although that was something others in the state were doing it was not at all an affordable option for WWTC. Each telephone company in the state of Wisconsin prices its services differently and independently. Our telephone company based in Monroe Louisiana priced the system so that WWTC, as the first customer requesting video service would pay the total cost of a local video switch a very very expensive piece of equipment, which by the way would have remained the property of the telephone company.

We moved to a T1 compressed video system. The T1's offer some price advantage but yet are also very expensive and cause a real on-going drain to the college's capital resources. The LaCrosse area is one of the "unique" areas in the state in that all the current users of video technology use the T1 compressed system for regional access. Full motion is just too expensive to be a realistic option.. Although, our WONDER connection is full motion system it is not switched in LaCrosse. The University of

Wisconsin LaCrosse and Western Wisconsin Technical College have very expensive individual connections to the switch in Eau Claire.

Almost four years after we began our distance system we now see some real changes occurring. For example, we are excited and supportive of our K-12 neighbors in CESA Four who are actively forming the WWLEARN network. We anticipate that they will be in a full motion medium and that we will face a real technical challenge to integrate our systems. Not to mention what the line lease and membership costs will be to connect to that network. Those costs can be staggering. WWTC currently is member of WONDER where our costs include \$39,000 for line lease, and \$10,000 in management fees and the Project Circuit network where the fees include membership \$10,000 and line leases increasing to \$13,000. To be an active member of WONDER and Project circuit we will pay a total of \$72,000 next year. Please remember that number does not include any funding for WWLEARN.

And there is more... Two of our campuses are in K-12 districts that are served by CESA Five and the SCING network. We would like to connect them to the SCING Network...however that means additional line lease, membership and management costs.

We need help. With out some kind of recognition of the position we are in...held to expensive network contracts that were made in good faith prior to this initiative, wanting to provide good technical educational opportunities to the students of our K-12 partners and link with the Universities and other agencies that can serve our communities, we will be making very hard choices where essentially no one wins. I am sure is not the intent of the governor or the legislature.

There must be a way that theses systems are fairly and equitably priced. We need technical gateways to systems using different technology, we need a coordinated system of management and scheduling. We need the four positions slated to be moved from the ECB to remain in place. We need the leadership, coordination and help that they provided.

In conclusion, I wish I could have brought with me today the nursing students from our Tomah campus who were able to complete the first full year in the nursing program because the distance learning system was in place or the 110 students in Independence (town of 1100) who were able to take credit classes where prior to Distance learning credit classes were not available to them or the four part time teachers from the Corrections Center in Black River Falls, who are currently enrolled in the Ed Psych class I teach..because it is their faces that I see as I speak before you..it is their faces I want you to know and see..because they are the ones who have benefited from the distance learning and in turn we will all benefit from what they have gained.. We can make a difference...help us do it fairly.

I speak in opposition to the TEACH Wisconsin initiative as written but urge you to help us all find an equitable way to collaborate and participate, find a way to keep the ECB

staff in place to support this initiative and help us make the transition to a fully interactive accessible state system.

Thank you for the opportunity to address you today.

KIDS ARE DRINKING LESS MILK, CONSUMING MORE CALORIES

THE information was not welcome. Our state newspaper front-page headline read, "Americans eating less fat but lots more snacks." Another said, "We're eating less fat but putting on pounds."

The 1994 USDA survey was of 5,500 Americans. You've probably seen the information on the television news or in your own daily newspaper. Despite food groups, food pyramids and Dairy Council efforts, the survey found that half of those surveyed ate no fruit on a given day. They also passed up dark green and deep yellow vegetables. One in three adults was overweight.

What many will consider the only good news from the survey is the finding that Americans must be listening to the antifat information because they received a third of their calories from fat in 1994, down from 40 percent in 1977 and 1978. However, those same people ate 6 percent more calories. Is that progress?

Most disturbing? USDA found that children were getting off to a "sweet" start, switching from milk to soft drinks or apple-based juices. As a matter of fact, milk consumption by children under 5 years of age was down 16 percent between 1970 and 1994. Soft drink consumption by kids in the same age group over the same time period was up 23 percent.

There are from 18 to 20 million kids under 5. Obviously, the sugar-water folks have done a tremendous job of selling their products. We'd

guess those under 5 are mimicking what their older siblings and Moms and Dads are drinking. At that age, they're not making a conscious effort to drink soft drinks instead of milk.

We wonder what would have happened to milk consumption by toddlers if the dairy industry had no promotion or education programs. All should realize that promotion is a constant battle. The competition has big bucks and makes tremendous efforts to sell their products at the expense of other drinks, including milk and dairy products.



111 years ago...

I tell you, the farmer of today has to meet many serious problems, and he cannot meet them without more intelligence; there are many difficulties coming up in modern farming — all these droughts, all these diseases, all these many questions that come up necessitate more and more thought and better and better judgment.

W. B. Hoard
Founder, 1885



Andrew Huppert
DAIRY FARMER

W10430 STATE ROAD 29
RIVER FALLS, WI 54022
HOUSE (715) 425-6097
BARN (715) 425-0003

Section 115.343
Law Effective July 1, 1987

APPROPRIATION	PAYMENTS		SPONSORS		1/2 PINTS SERVED	ADP
1988-89 \$820,000	Public	197,974.73	Public	150 claims	1,699,816 milk	9,556
	Private	<u>5,203.68</u>	Private	24 claims	1,216 juice	
		203,178.41				
1989-90 \$300,000	Public	260,257.60	Public	142 claims	2,287,970 milk	12,858
	Private	<u>9,551.91</u>	Private	34 claims	801 juice	
		269,808.61				
1990-91 \$325,000	Public	281,073.45	Public	161 claims	2,306,128 milk	13,072
	Private	<u>8,827.91</u>	Private	30 claims	4,579 juice	
		289,901.36				
1991-92 \$325,000	Public	271,447.83	Public	161 claims	2,348,746 milk	13,196
	Private	<u>6,727.21</u>	Private	26 claims	1,204 juice	
		278,175.04			(.1220/half-pint cost)	
* 1992-93 \$325,000	Public	315,972.81	Public	168 claims	2,649,561 milk	14,892
	Private	<u>9,027.19</u>	Private	32 claims	1,288 juice	
		325,000.00			(.1255/half-pint cost)	
** 1993-94 \$325,000	Public	315,791.39	Public	177 claims	3,227,106 milk	18,135
	Private	<u>9,208.61</u>	Private	37 claims	1,003 juice	
		325,000.00			(.1309/half-pint cost)	
*** 1994-95 \$325,000	Public	317,532.43	Public	197 claims	3,824,337 milk	21,642
	Private	<u>7,467.57</u>	Private	34 claims	1,339 juice	
		325,000.00			(.1320/half-pint cost)	
**** 1995-96 \$325,000	Public	317,876.72	Public	193 claims	3,827,737 milk	21,644
	Private	<u>7,123.28</u>	Private	33 claims	3,252 juice	
		325,000.00			(.1275/half-pint cost)	
***** 1996-97 \$325,000	Public	319,372.49	Public	197 claims	3,801,070 milk	21,475
	Private	<u>5,627.51</u>	Private	34 claims	7,297 juice	
		325,000.00			(.1324 half-pint cost)	

* In 1992-93 \$332,875.33 was claimed (97.63% proration)
 ** In 1993-94 \$422,519.88 was claimed (76.92% proration)
 *** In 1994-95 \$505,440.45 was claimed (64.30% proration)
 **** In 1995-96 \$488,565.63 was claimed (66.52% proration)
 ***** In 1996-97 \$504,527.65 was claimed (64.42% proration)

I want to speak to two issues at this hearing:

1. Wisconsin Public Radio-University Extension and "About Cars."
2. The language in the budget concerning the "proven technology" to obtain a mining permit.

WPR: On March 6, 1997 in Madison, I attended the legislative Audit Bureau hearing concerning WPR and the Matt Joseph program, "About Cars". In 3 minutes, I cannot review the entire history of that issue. I'm sure you are all aware of it.

I enjoy a lot of public radio--save for the Badger hockey games on another station, it was the only radio station on at our house. Matt Joseph's Saturday AM 9-10 slot was my favorite. So, I objected and investigated when, one Saturday, he wasn't there any more. For that matter, we drove to near Madison to sit in a parking lot to hear his debut on a commercial station some months later. But, this is no longer an issue of my favorite program--- it is about what I've learned about Public Radio, the way it treats employees and its public, and uses taxpayers dollars.

At the LAB hearing, UW Extension Beaver stated: "The LAB fully acknowledges that WPR staff did follow an established procedure, exercising their professional judgment in making a program scheduling decision. While there may be questions about the final decision, we need to recognize that a talented and experienced staff, working together, can provide progressive and innovative leadership for a public radio system in which we can all take pride." However, I do question this process. When a valuable employee, Matt Joseph, is given an ultimatum--"move your program to the 3:00 slot or---", then the process needs to be changed. I would not allow myself to be treated that way in the work place and I am appalled that an organization that I have supported has done so. Declining to renew my \$120 per year to public radio is the same as moving my investment to protest the exploitation of native peoples or the cutting of rainforest to grow crops for export, thus starving the local populations.

WPR has over a \$9 million budget--it's a huge budget in a labyrinth system--a system that is obviously not working--we cannot set the example of treating employees this way, of squandering taxpayer money this way. You must require some changes in financing and accountability.

THE LANGUAGE REGARDING MINING. The mining moratorium bill which passed the Senate by a large margin was carefully designed to protect the waters of Wisconsin by requiring that, before a permit for a mine be given, there must be this history of a metallic sulfide mine being operated somewhere for 10 years without pollution of the environment and that mine has been reclaimed for 10 years without pollution. The language of the budget which would allow use of "proven technology" to obtain a permit is vague and unproven. This "technology" could be theoretical only, it could be technology used in factories or other non-mining situations. There would be no proof of long-term protection of our water. Our waters are much more important--they deserve the language of the moratorium, not the language of this budget.

April 22, 1997

Barbara Thomas
E 5190 650 Avenue
Menominee, WI 54757

Dear Joint Finance Committee,

I am here to address the proposed freezing of SAGE funds for next year. I am the parent of a kindergarten child attending River Height school in Menomonie. I remember a year ago at this time the staff at River Heights school was asked to consider becoming a member of the SAGE initiative. We are a large elementary school approximated 600 students of which 57% of the students qualify for free and reduced lunches. The present kindergarten and first grade students make up an even higher percentage of free and reduced lunches. After much thought, studying the issue and visiting Madison to learn the specifics first hand, the entire school staff agreed to enter the program and give 100% of their energies to make this program work. As a parent I have been overwhelmed with the time and energy the teachers have put into this project to determine if these changes from the typical classroom setting really would be beneficial for the students.

Another aspect of the SAGE program was to keep our school buildings open longer hours. We have had the Literacy Volunteers of America using our school to help our Hmong neighbors work towards getting their citizenship. The 4-H and Boy Scouts have utilized the school after hours.

The entire school has benefited from the SAGE initiative by increasing the funding for professional development. We can not expect our teachers to keep getting better without supporting time to do it.

I am saddened by the thought that the funding may be frozen ~~of students~~. Would **you** be eager to take part in another government program that is offered down the road knowing darn well that they did not stand behind their last promise to fund the program. How will we ever know if the SAGE program works unless we have the time and funding to measure our success. **Please** invest in our children now so we don't have to continue to invest in prisons.

*Sylvia Klatt
N5090 Cty Rd K
Menomonie, WI
54751*

TO: Joint Finance Committee Wisconsin State Legislature

FROM: Don A. Trettin/Thomas W. Harnisch, Wisconsin Towns Association

RE: State Budget Review--Eau Claire, WI

DATE: April 22, 1997

We have, today, submitted for the Wisconsin Towns Association to you a very brief outline of our major concerns related to the Governor's 1997-1999 State Budget. These concerns are NOT provided in any priority. These concerns are provided to you with the hopes that you will positively address each of these items of concern in your deliberations.

ECONOMIC DEVELOPMENT

1. WTA supports the Brownfield's Initiative and supports the transfer of money to Department of Commerce for this purpose.
 - a. We strongly suggest that certain number of Brownfield grants be provided each year to municipalities under 3,000 in population.
2. WTA supports providing funding for municipalities that are or will be negatively impacted by mining in this state. WTA believes the money should be first targeted to the municipalities directly impacted by the mining construction and operation. Does the budget bill in establishing the Mining Economic Development Grant and Loan Program first directly target these municipalities? The summary of the governor's Budget Revocations leaves this question unanswered.
3. WTA supports funding for municipalities for rural economic development. WTA believes the money should be first targeted to rural municipalities under 3000 population. The governor's Budget Recommendation raises the population eligibility from 4000 or less to now up to 6000 population.

EDUCATION

1. The WTA supports equalization of tax base as a revenue concept for municipal and school tax bases. To this end, the WTA advocates amendments in the Governors Budget to move to fully equalized school funding and to limit categorical funding and other funding programs that serve to deequilize school funding.
2. The WTA supports fully funding to 2/3's of school costs and advocates an amendment to the Governor's Budget to delete 2/3 commitment to a sum certain and return to a sum sufficient.

ENVIRONMENT

1. The WTA supports the new safe drinking water loan program as proposed in the Governor's Budget.
2. The WTA supports the Municipal and County Recycling Grant Program as proposed in the Governor's Budget. The WTA, however, believes the Legislative Council recommendation is a better approach.
3. The WTA supports the amendments to the non-metallic mining reclamation requirements proposed in the Governor's Budget.

LOCAL GOVERNMENT

1. The WTA supports the Environmental Tax Incremental Financing Program as proposed in the Governors Budget. The WTA, however, would not favor any tax environmental tax incremental financing district to be established on lands annexed into a city or village within the last ten (10) years without Town Board approval. Finally, the WTA does NOT support and respectfully requests that NO other types of tax incremental financing districts be approved on lands that have been annexed into a city or village within the last ten (10) years without Town Board approval.
2. The WTA supports the DNR grants to cities, villages, towns, counties and fire organizations that agree to assist DNR in fighting fire fires as proposed in the Governor's budget.
3. The WTA supports the state highway landscaping initiative from the forestry account as proposed in the Governor's Budget. The WTA, however, would desire this program to include also landscaping and tree removal, where necessary on county, town, city and village roads.

TAXATION ADMINISTRATION/REVENUE ALLOCATION

1. The WTA supports the right of municipalities and counties to apply to the Department of Revenue to certify delinquent municipal and county property taxes be set off against state income taxes and credit.
2. The WTA opposes that the lottery credit will to be allocated to municipalities on the basis of total levies rather than school levies.

TRANSPORTATION

The WTA supports sufficient state transportation revenue that will adequately assist in financing local transportation costs to the following for towns:

\$1500/per mile 1997

\$1550/ per mile 1998

The proposed amount of \$1432 in the Governor's Budget is totally inadequate.

The WTA supports the Transportation Infrastructure loan program if the program is created and operated by the State of Wisconsin and the State Department of Transportation to provide set aside equitable infrastructure financing for low population communities (under 3000 population).

The WTA supports the limits on municipal liability for negligent operation of a snowplow.

The WTA supports the proposed restriction for allowable distance behind a snowplow.

The WTA specifically supports over ten (10) year period on allocation of total federal and state funding for transportation that provides 50% total funding for local municipal aids and 50% total funding for State Department of Transportation programs, including funding for state highway construction, maintenance and repair.

If the equitable above allocations approved, WTA supports up to \$.02 gas tax increase, \$10.00 vehicle registration increase and an increase in heavy truck registration fees.

TESTIMONY BEFORE JOINT FINANCE COMMITTEE
EAU CLAIRE - APRIL 22, 1997

My name is John Kammerud. I am District Administrator of the Greenwood School District, a position I have held for the last 12 years. I have been an administrator for over 20 years, and I have been a Wisconsin public educator for over 25 years. I started my career as a teacher at Elroy, Wisconsin in 1971.

I have seen a lot of changes in the financing of Wisconsin Schools. I am not going to call our current situation a crisis because that word has been used too often to the point it has lost its impact.

Having said that, I will just tell you straight forwardly that our projected general fund expenses exceed our expected general fund revenues by about \$90,000 for next year. That means we will have to lay off more personnel or cut back on programs. If this were our first encounter with program cuts it would not seem so extreme, but it isn't.

This is the second time in the last two years we have cut back. We have eliminated some aid positions, and those we continue are there by necessity to cover EEN needs.

We have held the line on purchasing of new equipment and tried only to fix what we have.

We have eliminated potential maintenance and gotten by with what we have. Next year, we will get new high school facilities after we passed a referendum with an 82% positive vote. This will ease our maintenance needs for about 5-10 years.

We have been losing about 5-10 students per year in enrollment for about the last four years, but those are across grade levels so we have not been able to significantly reduce staff; although, we have layed off an art teacher, part of a phy-ed position, an audio-visual support position, left a technical ed. position unfilled, and an English department position unfilled over the years I have been administrator.

We cannot cut at the elementary school as parents have said in a determined fashion that they want class sizes around 20 not 30. I consolidated two sections of third grade a year ago, and parents would not accept it. We have since added back that position.

In 12 years of Annual Meetings, I have had only one person vote "No" on a district levy. That was my first year as administrator. It is difficult for our district to understand why it cannot levy a tax against itself in the manner it has done so historically without having to run a special ballot box referendum.

In a small district like ours with 600 students, we have a family like atmosphere. Things get done because everyone cares. Allow us to continue to care by altering the revenue caps to allow an Annual Meeting to vote an exclusion to the caps as an alternative to the paper ballot, or better yet, give that authority to the local board of education which should have that responsibility as the elected representatives of the people.

John Kammerud, District Administrator
School District of Greenwood

April 17, 1997

To Whom it may concern:

Having served on the WPR Board of Directors as a director and the Vice President. Besides being a faithful listener and financial supporter, I am aware of the importance of this media to me and my community's daily life. I am disgusted and shocked to once again hear that this service is being subjected to a reduction in financial support from tax dollars.

The Association is composed of listeners with various tastes and desires. They have supported WPR with their tax dollars to keep this worthy service on the air. Repeatedly, they are being asked to increase their dollar donation. There is a limit to how much money can be raised from these supporters. They already provide nearly $\frac{1}{2}$ of the total funding for WPR each year.

For this reason I ask the members of the Committee support changing the Governor's proposed budget to reduce or eliminate the 5% cut in the WW Extension or to exempt Public Rides from that reduction.

I also ask that some Committee to support full
funding for the 4% salary increases in the U.W.
system or at minimum to provide the University
the right to deal with any difference between salary
increases and the funding provided by the state.

Thank you,

Patricia Sienkman
713423 Fairground Ave
Kellsville WI 54456

WWLEARN

Western Wisconsin Linked Education and Resource Network

BUDGET HEARING - JOINT FINANCE COMMITTEE EAU CLAIRE, APRIL 22, 1997

TESTIMONY

My name is Carol Popelka and I am the Director of the Western Wisconsin Linked Education and Resource Network, the acronym for which, W.W.L.E.A.R.N., is pronounced "We Learn." I am respectfully submitting this testimony in support of retention of the Distance Education Consulting Services currently being provided by the Wisconsin Educational Communications Board, the ECB.

The WWLEARN network is an emerging regional distance learning network which, when on-line, will link 12 public school districts in western Wisconsin, serving over 18,000 students and staff. The University of Wisconsin-La Crosse, Western Wisconsin Technical College and Viterbo College also plan to offer classes over the WWLEARN network, providing Post Secondary Enrollment Option courses for high school students and graduate courses for teachers.

The proposed state budget will eliminate a number of services that not only WWLEARN, but many other distance education networks around the state have come to rely on. The ECB awards and administers \$107,000 in grants annually to educational institutions to support planning for regional distance education and other telecommunications projects. Compared to the millions of dollars being proposed for technology, that amount may not seem significant, but these small grants have helped many distance education networks get started and later leverage dollars from the Education Technology Board (ETB).

Most critical to WWLEARN are the technical and programmatic consulting services being provided by the ECB to the more than 15 emerging regional distance education networks. These services include skilled assistance in strategic planning, needs assessment, technical design of the networks, purchasing, and governance structure. The ECB has also provided many networks starting out, 16 hours of professional engineering services which WWLEARN took advantage of when getting off the ground.

It is not only the emerging networks that utilize the expertise of the Distance Ed. staff at ECB. Ongoing technical and programmatic support is also provided to operating networks, facilitating the development of new resources, the acquisition and implementation of new technologies, and collaboration on program offerings. By strengthening these existing networks, the ECB has given the developing networks an additional source of information and support.

Carol Popelka, WWLEARN Director

The Governor has made it clear that Wisconsin should continue to take the lead in providing state-wide access to technology. The ECB's distance education consultants are helping to do just that. They direct and staff the Distance Education Technologies Interagency Collaboration group, DETIC, a forum for the discussion and implementation of statewide strategies to avoid duplication of effort and ensure equal access to education for all Wisconsin residents. DETIC membership is made up of 14 institutions and organizations that serve education in Wisconsin, including the UW system, the Technical College system, DOA, DPI, WAICU, WASB, WEAC, the CESA's, and others.

The consultants manage and staff the Distance Education Technologies Standards Forum, which facilitates the creation of technology standards to guide regional network development and technical interconnectivity. The elimination of this service alone would seriously hinder the expansion of statewide networking.

The consultants convene and staff the Wisconsin Distance Education Network Directors and Coordinators Forum. This group meets quarterly to address issues related to statewide interconnectivity of the 25 regional distance education networks and share information about best practices and programming. I have found this group to be extremely helpful as WWLEARN struggles through its developmental phase. The Directors and Coordinators, to a person, have been generous with both their time and advice. Without the ECB consultants to coordinate this Forum, I am concerned that the networking it affords us all will be seriously jeopardized.

The ECB Distance Education consultants work tirelessly to interconnect networks regardless of location or technology, for the purpose of sharing programming in an efficient and cost-effective manner. They compile, compose, maintain and disseminate distance education planning materials and other resources for use by existing and emerging networks as well as interested others.

WWLEARN was the recipient of a \$1.2 million cash grant from the Educational Telecommunications Board last fall. Since that time, significant progress has taken place. A Governing Board and Committee Structure has been established. Staff was hired. An RFP has been issued for network equipment, fiber-optic transportation and Internet access. A preliminary course list has been created and teachers have been recruited.

A considerable portion of this activity has been with the assistance and support of the Distance Education Consulting Services of the ECB. Could WWLEARN have come this far in so short a time without the help of the Distance Ed. staff at ECB? It is possible, but unlikely. Can we continue to develop our network without their support? Of course, but their assistance, advice and expertise would be greatly missed, and we would need to look elsewhere and possibly incur significant expense for comparable assistance.

Wisconsin was one of the first states in the country to effectively utilize distance education on a broad scale. Its continued success is due in great part to the continuity of service provided by the ECB and the experience of the distance education services consultants. These individuals have not only a wealth of professional expertise, but have sense of history of distance education in Wisconsin. While we all look to the future to attempt to determine where distance education can take the children of Wisconsin, only a knowledge of the past will provide the tools necessary to insure that future networks can link with existing networks; that emerging networks will have the support necessary to use limited funding wisely, and that all learners in Wisconsin will have access to an ever-growing base of knowledge.

On behalf of the WWLEARN network and the children and teachers it will serve, thank you for the opportunity to present this information.

TOWN LAWYER'S CONFERENCE

APRIL 25, 1997

CURRENT PROBLEMS/PROPOSED CHANGES IN THE BOARD OF REVIEW

**THOMAS W. HARNISCH
ATTORNEY AT LAW**

WISCONSIN TOWNS ASSOCIATION

- I. Understanding types of Assessments
 - A. Utility Assessments Chapter 76
 - B. Manufacturing Property Assessments Chapter 70
 - C. Municipal Assessments Chapter 70
- II. Understanding Initial Appeals of Municipal Assessments
 - A. Appeal to Board of Review
 - 1. Exception in city of Milwaukee/Madison
 - * B. Appeal to Circuit Court directly
 - 1. See S.C. Johnson and Son, Inc. vs Town of Caledonia
206 W₂ 291 (1996)
See 74.37(3)(d)
- III. Understanding Appeals from Municipal Board of Review Decision
 - * A. Appeal to Department of Revenue (limited)
 - B. Appeal to Circuit Court
- IV. Understanding possible Municipal actions prior to Municipal Board of Review
 - A. Municipality appoints Board of Review Members
 - B. Municipality establishes salaries for Board of Review Members
 - * C. Municipality may appoint Board of Review attorney
 - D. Municipality may establish hours for initial Board of Review
 - E. Municipality may establish new locations for Board of Review meetings
- V. Understanding possible civil and criminal liability for the Board of Review Members
 - A. Municipally should review law related to:
 - * 1. Open meetings - AG Opinion 1976
 - * 2. Open records
 - 3. Civil liability of municipality for improper actions of Board of Review members Berg E. Corp. v. Spencer Board of Review 53W₂ 233, 199NW₂ 892 (1971)
 - * Abstract notes discussion items

- 4. Civil liability of assessor and Board or Review 70:503
- * 5. Criminal liability for improper action of Board of Review
members and assessors 70.501/70.502/946.60/946.12
- 6. Ethic Liability for improper actions of Board of Review
Members and assessors 19.59

VI. Understanding initial Board of Review meeting responsibilities

- A. Determine quorum for Board of Review
- B. Receive legal advise from Board of Review attorney
Guthrie v. WERC 111 W₂ 447 331 NW₂ 331 (1983)
- C. Determine proper notice of Board of Review meetings
- D. Elect officers for Board of Review and review roles of officers
- E. Review the role and duties of assessor before and after the Board of Review
- F. Receive the role and duties of objectors and witnesses at the Board of Review.
- G. Review the role of the quasi-judicial the hearing and decision timelines for the Board of Review
- H. Receive the certified roll and sworn statements from Clerk
- I. Examine the roll and correct errors in descriptions and computations .
Add omitted or eliminate double assessed property.
- J. Review legal procedure for hearings
 - 1. Review and approve Assessor's affidavits/notices to taxpayers
 - 2. Review legal burden of proof by objector
 - 3. Understand presumption of assessor correctness Waste Management of Wisconsin Inc. vs Kenosha Count Board of Review 184 W₂ 541 516 NW₂ 695 (1994)
 - 4. Understand need for sworn testimony/order of witnesses
 - 5. Understand credible evidence/hearsay evidence
 - 6. Understand voting of Board of Review for each objector
 - 7. Review potential fraud/conflict of interest charges on Board of Review members
 - 8. Review and approve expenses of Board of Review
 - 9. Review legal scope of review by court Waste Management of Wisconsin Inc. vs Kenosha 184 W₂ 541 516 NW₂ 695 (1994)
- K. Review the specific objections received and specific objectors to be addressed
 - 1. Study the individual form of objectors and approve to content
Bitters v. Town of Newbold 51W₂ 493, 187 NW₂ 339 (1971)
 - 2. Understand timeline for filing timely objection
 - 3. Approve Waiver of Notice of Objectors
 - 4. Establish order of objectors for public hearings

- L. Review the decision process for each objector
 - 1. Create order for decisions to be made by Board of Review
 - 2. Review evidence to be considered by Board of Review, including comparable sales and activated sales
 - 3. Establish timeline for final decisions by Board of Review
- M. Schedule the objectors for hearing/subpoena witnesses, if necessary
- N. Provide notice of hearing
- O. Initial the quasi-judicial hearings
- P. Schedule the final decision dates/make decisions executive final on each objector
- Q. Schedule the termination date for Board of Review
- R. Terminate Board of Review
- S. Prepare for any appeals

VII. Understanding the specific hearing process of the Board of Review

- A. Determine quorum of Board of Review and establish recordings of meeting Nekoosa Paper, Inc. v. Board of Review of Saratoga 114 W₂ 14 336 NW₂ 384 (1983)
- B. Determine proper notice of Board of Review meeting
- * C. Review legal advise from Board of Review attorney
- D. Review forms and determine proper objections and eligibility of objectors
- * E. Call eligible objectors and objector witnesses
- * F. Swear the witnesses
- G. Receive objectors and objector witnesses testimony
- H. Board of Review asks questions of objector and witnesses on the record, including comparative sales data and arms length sales data Doneff v. City of Two Rivers Board of Review 184 W₂ 203 516 NW₂ 383 (1994)
- I. Call assessor for testimony
- J. Swear assessor
- K. Receive assessor testimony
- * L. Board of Review asks questions of assessor on the record
- M. Objector asks questions of assessor Gregerson v. Board of Review of Town of Lincoln 5W₂ 28, 92 NW₂ 236 (1958)
- N. Deliberate and decide proper assessment based on preponderance of best and credible evidence by motion and vote by majority of Board or Review NS Associates by JMB Group Trust IV v. Board of Review of Greendale 164 W₂ S1, 473 NW₂ 554 (App 1991)
- O. Adjourn Board of Review hearing and make executive decision or decisions on objector claim or objectors claims
- P. Present timely decision to objectors
- Q. Present appeal rights to objectors
- R. Prepare summary of proceedings

IX. Potential statutory changes

A. Taxpayer notification of change (LRB 2661)

1. Increases notice time between assessor's notification and Board of Review from 10 to 30 days

B. Board of Review procedures (LRB 2315/3)

1. Reserves the first meeting of the Board of Review for examination by taxpayers of the property tax roll and assessment data and for setting the Board of Review's agenda.
2. Requires 72-hour notice to persons who object to their assessments of the time when their hearing will be held unless the Board of Review and the objector waive that requirement.
3. Requires a 5-day interval between the Board of Review's first meeting and its first hearing of an objection.
4. Requires the assessor to provide the Board of Review with information about the validity of the assessment and with the information that he or she used.
5. Specifies that the assessors valuation is presumed to be correct.
6. Allows the Board of Review, for good cause, to allow hearings on objections that are made within 8 hours after the beginning of the first session.
7. Requires the Department of Revenue (DOR) to publish instructional material that provides information for persons who wish to object to valuations and requires DOR to distribute that material to municipalities.
8. Requires removal of a Board of Review member if a person, who is objector to an assessment requests the removal or if the member is biased, or has a conflict of interest, in regard to the objection.
9. Forbids objectors to contract, or provide information to members of the Board of Review the objection except at a hearing of the Board of Review.
10. Requires objectors to provide to the Board of Review a list of their witnesses, their attorneys' names, whether they will ask for removal of a Board of Review member, an estimate of the length of time that the hearing will take, their estimate of the value of their land and of their buildings and the information that they used to arrive at their estimates.
11. Requires a person who is objecting to an assessment that was made by the income method to provide to the assessor all of the information about income that the assessor requests.

12. Requires DOR to provide training and instructional materials for board of review members.
13. Specifies that the board may not lower an assessment if the objector presents no evidence.

Wisconsin State Legislature
Joint Finance Committee
Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, WI 54703

Tuesday, April 22, 1997

Sirs:

I am a resident of Eau Claire, Wisconsin. As a listener to Wisconsin Public Radio stations WHWC 88.3 FM in Eau Claire and WUEC 89.7 also in Eau Claire, I wish to express concern about Governor Thompson's proposed budget.

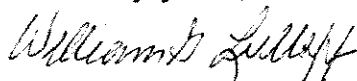
WHWC's talk radio format provides a source of news and information that is important to me as a state resident. WUEC broadcasts news and classical music. Wisconsin residents should have the opportunity to hear classical music as it is broadcast on WPR. This music format bolsters music education in Wisconsin. Wisconsin Public Radio is the only source of classical music in this area.

I urge you to change the currently proposed budget which will result in a 5 % cut in the UW Extension's budget thus causing a 12 % reduction in state support for WPR, or you might also exempt Wisconsin Public Radio from that reduction. Currently, Wisconsin Public Radio listeners provide nearly half of the total funding for WPR. Listener support is growing each year. Additional state support of WPR is warranted.

Please support full funding for the 4 % salary increases in the UW system, or, at minimum, provide the University the administrative flexibility to deal with any difference between the salary increases and the funding provided by the state.

Thank you.

Sincerely yours,



William G. Luloff
2022 Milton Road
Eau Claire, WI 54703

April 13, 1997

To the Joint Finance Committee
of the Wisconsin State Legislature

Wisconsin Public Radio is my constant companion through the day. As a former teacher now a senior citizen, I find Wisconsin Public Radio (WUEC 89.7) indispensable as a source of news, music and educational programs.

The Wisconsin Public Radio Association of which I am a member provides nearly one half of the total funding for the support of these programs. Most senior citizens are not able to increase their contributions.

The proposed 5% budget cut for the University of Wisconsin Extension will result in a 12% reduction for Wisconsin Public Radio which will seriously curtail what it can offer.

I respectfully request that your committee support the elimination of this budget cut or the exemption of public radio from any reduction in funding, so that this wonderful resource for the citizens of our state can continue.

Sincerely,

Doris K. Wilcox
5998 Prill Rd.
Eau Claire, WI 54701